Indiana Department of Education
Dr. Katie Jenner, Secretary of Education

## Standards in Essential Need of Support
Early English Language Arts
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The Indiana Department of Education (IDOE) will identify the Indiana Academic Standards ("standards") in essential need of support for mathematics and English/language arts (kindergarten through grade eight) each year beginning in April 2022. This document provides information about these standards and resources to support their use in local schools, including:

- What are Standards in Essential Need of Support (SENS)?
- How did IDOE identify SENS?
- How should schools use SENS?
- What is the timeline for updating SENS as student performance changes?
- Who should schools contact for support about SENS?
- What are the major trends of identified needs?
- What are the SENS (and supporting resources) for English/language arts from April 2022?

What are Standards in Essential Need of Support (SENS)?
SENS are standards which contain content and skills essential for student success **and** for which data indicate students are performing significantly below expectations.
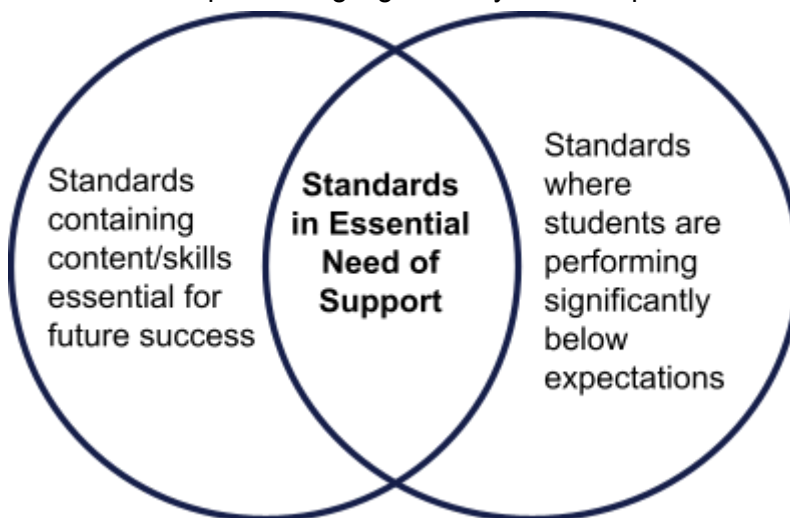
SENS are **not** content priorities alone, nor are they intended to remove standards from teaching and learning plans. Some standards may contain important content and skills, but students are performing well, therefore, the standards are not identified as in essential need of support. Other standards may be performing significantly below expectations but do not include highest priority content, therefore, the standards are not identified as in essential need of support.

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How did IDOE Identify SENS?

IDOE began with a quantitative, data-driven process to identify an initial list of SENS. The quantitative process considered content priorities, as defined by Indiana educator committees, identified in the assessment blueprints and performance data (from ILEARN and interim/benchmark assessments). Then, Indiana educator content experts reviewed the initial list of identified standards and provided qualitative feedback from current classroom experience. Schools may access these templates for English/language arts and mathematics and the accompanying process documents to support a local application of the process, if desired. Template documents address grades three through eight only, as kindergarten through grade two use data compiled from various interim assessment providers which may not be available to all school corporations.

Overview of SENS Identification Process

Quantitative Identification Steps	Identify grade-level content priorities using Indiana educator decisions reflected in grade-level ILEARN blueprints.* Assign higher values for higher priority.
	Identify next-grade-level content priority using the priority of the vertically aligned standard reflected in the next-grade-level ILEARN blueprints.* Assign higher values for higher priority.
	Identify the proficiency level acquired for that standard on the most recent ILEARN assessment.* Assign higher values for lower performance.
	Compare the performance of each standard on ILEARN with data from interim assessment providers and adjust for discrepancies, as needed.
	Add all the values assigned to the standards for a total indicator. Identify the top 10-15 (using natural breaks found in the final values as a guide) as SENS.
Qualitative Review	Content-area experts review identified SENS for overall themes and to ensure they align with current classroom experiences. Outliers or standards which are "borderline" are reviewed to determine the level of support needed.
	Confirm findings with interim/benchmark assessment providers.
	Finalize list of SENS based on all data and reviews.

*For special considerations related to grades kindergarten, one, two, and eight, refer to the template and process document.

How Should Schools Use SENS?

Schools should consider how they can provide additional support for these standards and how they may engage in a similar identification process at the local level to determine any local variations.

Consider additional support for the standards.	- Should additional time be allotted in curricular plans? - Should the order that content is taught be reconsidered? - Are there content-area themes that need support which should be considered throughout the school year? - Is professional learning needed to support teachers as they unpack the standard and provide instruction? - Is the standard being taught to the level of rigor required? - Are additional supports or resources needed to support the instruction of the identified standards? - Are all students in the class or grade in need of additional support of the identified standards? How should differentiated support be provided?
Consider local application of the process.	- Is local student performance showing the same areas of need as statewide student performance?* - Can schools and districts engage with one another to learn from each other if there are differences?

*Schools can apply the process described under the header "How Did IDOE Identify SENS?" to their own ILEARN and interim/benchmark data sets to see how local performance may impact the identification of SENS for a specific school or corporation. Template documents are available to streamline the process. See templates linked above.

What is the Timeline for Updating SENS as Student Performance Changes?
IDOE will perform the statewide SENS analysis every year as soon as final ILEARN data is available. Updates to SENS are scheduled to publish each July. An initial publication will occur April 2022 using assessment data (ILEARN and interim/benchmark data) from spring and fall 2021. The initial publication provides schools time to understand the process and resources prior to the end of school year 2021-2022. Updates based on data from spring 2022 will be published in July.

Who Should Schools Contact for Support about SENS?
The Office of Teaching and Learning and the Office of Student Assessment jointly identify SENS and support the response to these needs. Contact the Office of Teaching and Learning at teachingandlearning@doe.in.gov.

What are the Major Trends of Identified Needs?
During the SENS identification process, themes of need appeared across elementary and middle school English/language arts.

English/language arts:
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Conventions of English
- Knowledge of Language
- Vocabulary Acquisition and Use

SENS and Supporting Resources for Elementary School ELA

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.RL.2.1	1.RL.2.1	2.RL.2.1	3.RL.2.1	4.RL.2.1	5.RL.2.1
K.RL.2.2	1.RL.2.2	2.RL.2.3	3.RL.2.3	4.RL.2.2	5.RL.2.2
K.RL.2.3	1.RL.2.3	2.RL.3.1	3.RL.3.1	4.RL.2.3	5.RN.2.1
K.RL.3.1	1.RL.3.2	2.RL.4.2	3.RL.3.2	4.RN.2.1	5.RN.2.2
K.RL.3.2	1.RL.4.1	2.RN.2.1	3.RL.4.1	4.RV.2.1	5.RV.2.1
K.RL.4.1	1.RL.4.2	2.RN.2.2	3.RL.4.2	4.RV.3.2	5.RV.3.2
K.RL.4.2	1.RN.2.1	2.RN.2.3	3.RN.2.1	4.RL.3.2	5.RL.3.2
K.RN.2.1	1.RN.2.2	2.RN.3.2	3.RN.2.3	4.RN.3.2	5.RN.3.3
K.RN.2.2	1.RN.2.3	2.RN.3.3	3.RV.2.1	4.RN.4.1	5.RL.4.2
K.RN.2.3	1.RN.3.1	2.RN.4.1	3.RV.3.2	4.RN.4.2	5.RN.4.1
K.RN.3.3	1.RN.3.3	2.RN.4.2		4.RN.2.3	5.W.6.1e
K.RN.4.1	1.RN.4.1	2.RV.2.1		4.RN.3.1	5.W.1
K.RN.4.2	1.RN.4.2	2.RV.2.2		4.W.4	5.RN.2.3
K.RV.2.1	1.RV.2.1	2.RV.2.4		4.W.5	5.ML.2.1
K.RV.2.4	1.RV.2.4	2.RV.3.2		4.W.6.2a	5.W.4

Academic Standard	Resources to Understand and Support Instruction	ILEARN Item Specifications	Connection to Themes of Need
Kindergarten			
K.RL.2.1 - With support, ask and answer questions about main topics and key details in a text heard or read.	Literacy Framework	NA	Key ideas, details
K.RL.2.2 - With support, retell familiar stories, poems, and nursery rhymes, including key details. Further guidance for support will be provided in the Literacy Framework.	Literacy Framework	NA	Key ideas, details
K.RL.2.3 - Identify important elements of the text (e.g., characters, settings, or events).	RL.2.3 Overview	NA	Key ideas, details
K.RL.3.1 - Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	Learning Lab - English Language Arts Partnership for Inquiry Learning Videos: Structural Elements & Organization	NA	Text types and purposes
K.RL.3.2 - With support, define the role of the author and illustrator of a story in telling the story.	Literacy Framework	NA	Text types and purposes
K.RL.4.1 - With support, describe the relationship between illustrations and the story in which they appear.	Literacy Framework	NA	Key ideas, details, Integration of knowledge and ideas

K.RL.4.2 - With support, compare and contrast the adventures and experiences of characters in familiar stories.	[Literacy Framework](#)	NA	Key ideas, details, Integration of knowledge and ideas
K.RN.2.1 - With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).	[Literacy Framework](#)	NA	Key ideas, details
K.RN.2.2 - With support, retell the main idea and key details of a text.	[Literacy Framework](#)	NA	Key ideas, details
K.RN.2.3 - With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	[Literacy Framework](#)	NA	Key ideas, details, Craft and structure
K.RN.4.1 - With support, identify the reasons an author gives to support points in a text.	[Literacy Framework](#)	NA	Key ideas, details, Craft and structure
K.RN.4.2 - With support, identify basic similarities in and differences between two texts on the same topic.	[Literacy Framework](#)	NA	Key ideas, details,Craft and structure
K.RV.2.4 - Recognize frequently occurring inflections (e.g., look, looks).	[Learning Lab - Kickstarting Kindergarten for Educators: On-Demand Workshop](#)	NA	Conventions of Academic English/language for learning Knowledge of language
Grade 1			
1.RL.2.1 - Ask and answer questions about main idea and key details in a text.	[Grade 1 - Key Ideas and Textual Support](#)	NA	Key ideas, details
1.RL.2.2 - Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.	[Literacy Framework](#)	NA	Key ideas, details

1.RL.2.3 - Using key details, identify and describe the elements of plot, character, and setting.	Grade 1 - Key Ideas and Textual Support	NA	Key ideas, details
1.RL.3.2 - Identify who is telling the story at various points in a text.	Learning Lab - Extra Yard for Teachers Summit: Morning Session	NA	Text types and purposes
1.RL.4.1 - Use illustrations and details in a story to describe its characters, setting, or events.	Khan Academy	NA	Key ideas, details, Integration of knowledge and ideas
1.RL.4.2 - Compare and contrast the adventures and experiences of characters in stories.	Kindergarten and First Grade | Florida Center for Reading Research	NA	Key ideas, details, Integration of knowledge and ideas
1.RN.2.1 - Ask and answer questions about key details to clarify and confirm understanding of a text.	Kindergarten and First Grade | Florida Center for Reading Research	NA	Key ideas, details
1.RN.2.2 - Retell main ideas and key details of a text.	Story Maps	NA	Key ideas, details, Craft and structure
1.RN.2.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Kindergarten and First Grade | Florida Center for Reading Research	NA	Key ideas, details, Craft and structure
1.RN.3.1 - Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	Kindergarten and First Grade | Florida Center for Reading Research	NA	Integration of knowledge and ideas, Text types and purposes
1.RN.4.1 - Identify the reasons the author gives to support points in a text.	Kindergarten and First Grade | Florida Center for Reading Research	NA	Key ideas, details, Craft and structure

1.RN.4.2 - Identify basic similarities in and differences between two texts on the same topic.	Kindergarten and First Grade | Florida Center for Reading Research	NA	Key ideas, details, Craft and structure, Integration of knowledge and ideas
1.RV.2.1 - Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.	Learning Lab - Pre-teaching Vocabulary: Inductive Vocab Teaching	NA	Craft and structure, Integration of knowledge and ideas, Vocabulary acquisition and use
1.RV.2.4 - Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.	Literacy Framework	NA	Conventions of Academic English/language for learning
Grade 2			
2.RL.2.1 - Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.	Learning Lab - Whooo's Reading: Student Walkthrough	NA	Key ideas, details
2.RL.2.3 - Describe how characters in a story respond to major events and how characters affect the plot.	Second and Third Grade | Florida Center for Reading Research	NA	Key ideas, details
2.RL.3.1 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Second and Third Grade | Florida Center for Reading Research	NA	Craft and structure
2.RL.4.2 - Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.	Second and Third Grade | Florida Center for Reading Research	NA	Key ideas, details, Integration of knowledge and ideas

2.RN.2.1 - Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.	Learning Lab - National Geographic Resource Library	NA	Key ideas, details
2.RN.2.2 - Identify the main idea of a multiparagraph text and the topic of each paragraph.	Learning Lab - National Geographic Resource Library	NA	Key ideas, details, Craft and structure
2.RN.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.	Making Text Connections	NA	Key ideas, details, Craft and structure
2.RN.3.2 - Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.	Learning Lab - Thoughtfully Read Fiction and Nonfiction Books	NA	Key ideas, details, Craft and structure, Integration of knowledge and ideas
2.RN.3.3 - Identify what the author wants the reader to answer, explain, or describe in the text.	Learning Lab - Strategies for Responding to Read-Aloud Texts	NA	Integration of knowledge and ideas
2.RN.4.1 - Describe how an author uses facts to support specific points in a text.	Learning Lab - Thoughtfully Read Fiction and Nonfiction Books Learning Lab - Strategies for Responding to Read-Aloud Texts	NA	Key ideas, details, Integration of knowledge and ideas
2.RN.4.2 - Compare and contrast the most important points presented by two texts on	Learning Lab - Strategies for	NA	Key ideas, details, Integration of knowledge and ideas

the same topic.	Responding to Read-Aloud Texts		
2.RV.2.1 - Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.	Second and Third Grade	Florida Center for Reading Research	NA	Vocabulary acquisition and use
2.RV.2.2 - Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).	Second and Third Grade	Florida Center for Reading Research	NA	Conventions of Academic English/language for learning, Vocabulary acquisition and use
2.RV.2.4 - Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.	Literacy Framework	NA	Conventions of Academic English/language for learning, Knowledge of language, Vocabulary acquisition and use
2.RV.3.2 - Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.	Second and Third Grade	Florida Center for Reading Research	NA	Vocabulary acquisition and use
Grade 3			
3.RL.2.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Tools for Teachers Second and Third Grade	Florida Center for Reading Research	ILEARN Test Specifications	Key ideas, details
3.RL.2.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	Tools for Teachers Second and Third Grade	Florida Center	ILEARN Test Specifications	Key ideas, details

	for Reading Research		
3.RL.3.1 - Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.	Tools for Teachers Learning Lab - 3rd Grade Literacy Framework	ILEARN Test Specifications	Key ideas, details; Integration of knowledge and ideas
3.RL.3.2 - Distinguish personal point of view from that of the narrator or those of the characters.	Tools for Teachers Learning Lab - 3rd Grade Literacy Framework	ILEARN Test Specifications	Craft and Structure
3.RL.4.1 - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Tools for Teachers Learning Lab - 3rd Grade Literacy Framework	ILEARN Test Specifications	Craft and Structure
3.RL.4.2 - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Tools for Teachers Learning Lab - 3rd Grade Literacy Framework	ILEARN Test Specifications	Key ideas, details; Integration of knowledge and ideas
3.RN.2.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Tools for Teachers Second and Third Grade	Florida Center for Reading Research	ILEARN Test Specifications	Key ideas, details
3.RN.2.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in	Tools for Teachers Learning Lab - 3rd	ILEARN Test Specifications	Integration of knowledge and ideas, Craft and Structure

processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.	Grade Literacy Framework		
3.RV.2.1 - Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	Tools for Teachers Second and Third Grade | Florida Center for Reading Research	ILEARN Test Specifications	Vocabulary acquisition and use
3.RV.3.2 - Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.	Tools for Teachers Second and Third Grade | Florida Center for Reading Research	ILEARN Test Specifications	Conventions of Academic English/language for learning, Vocabulary acquisition and use
Grade 4			
4.RL.2.1 - Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	Learning Lab - Third & Fourth Grade Reading Resources Literacy Framework Smarter Balanced Tools for Teachers Commonlit	ILEARN Test Specifications	Key ideas, details
4.RL.2.2 - Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.	Learning Lab - Third & Fourth Grade Reading Resources Literacy Framework	ILEARN Test Specifications	Key ideas, details; Integration of knowledge and ideas

	Smarter Balanced - Tools for Teachers Commonlit		
4.RL.2.3 - Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	RL.2.3 Overview Learning Lab - Third & Fourth Grade Reading Resources Literacy Framework Smarter Balanced - Tools for Teachers Commonlit	ILEARN Test Specifications	Key ideas, details; Craft and Structure
4.RL.3.2 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Learning Lab - Third & Fourth Grade Reading Resources Literacy Framework Smarter Balanced - Tools for Teachers Commonlit	ILEARN Test Specifications	Craft and Structure
4.RN.2.1 - Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	Learning Lab - Third & Fourth Grade Reading Resources Literacy Framework Smarter Balanced -	ILEARN Test Specifications	Key ideas, details

	Tools for Teachers Newsela		
4.RN.2.3 - Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Learning Lab - Third & Fourth Grade Reading Resources Literacy Framework Smarter Balanced - Tools for Teachers Newsela	ILEARN Test Specifications	Key ideas, details; Integration of knowledge and ideas
4.RN.3.1 - Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).	Learning Lab - Third & Fourth Grade Reading Resources Literacy Frameworks Smarter Balanced - Tools for Teachers Newsela	ILEARN Test Specifications	Craft and Structure; Integration of knowledge and ideas
4.RN.3.2 - Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.	Learning Lab - Third & Fourth Grade Reading Resources Literacy Frameworks Smarter Balanced - Tools for Teachers Newsela	ILEARN Test Specifications	Craft and Structure; Integration of knowledge and ideas

4.RN.4.1 - Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.	Learning Lab - Third & Fourth Grade Reading Resources Literacy Frameworks Smarter Balanced - Tools for Teachers Newsela	ILEARN Test Specifications	Craft and Structure; Integration of knowledge and ideas; Text types and purposes
4.RN.4.2 - Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	Learning Lab - Third & Fourth Grade Reading Resources Literacy Frameworks Smarter Balanced - Tools for Teachers Newsela	ILEARN Test Specifications	Integration of knowledge and ideas
4.RV.2.1 - Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.	Learning Lab - Third & Fourth Grade Reading Resources Literacy Frameworks Smarter Balanced - Tools for Teachers	ILEARN Test Specifications	Knowledge of language; Vocabulary acquisition and use
4.RV.3.2 - Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or	Learning Lab - Third & Fourth Grade Reading Resources Literacy Frameworks	ILEARN Test Specifications	Conventions of Academic English/language for learning; Vocabulary acquisition and use

subject area.	Smarter Balanced - Tools for Teachers		
4.W.4 - Apply the writing process to – 1. Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). 2. Use technology to interact and collaborate with others to produce and publish legible documents.	Literacy Frameworks Smarter Balanced - Tools for Teachers Readwritethink	ILEARN Test Specifications	Key Ideas and Details; Craft and Structure; Integration of knowledge and Ideas; Conventions of English
4.W.5 - Conduct short research on a topic. 1. Identify a specific question to address (e.g., What is the history of the Indy 500?). 2. Use organizational features of print and digital sources to efficiently locate further information. 3. Determine the reliability of the sources.	Literacy Frameworks Smarter Balanced - Tools for Teachers Readwritethink	ILEARN Test Specifications	Key Ideas and Details; Craft and Structure; Integration of knowledge and Ideas; Conventions of English

4. Summarize and organize information in their own words, giving credit to the source. 5. Present the research information, choosing from a variety of formats.			
4.W.6.2a - *Capitalization* – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	Literacy Frameworks Smarter Balanced - Tools for Teachers Readwritethink	ILEARN Test Specifications	Conventions of English
Grade 5			
5.RL.2.1 - Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	Literacy Frameworks Smarter Balanced - Tools for Teachers Commonlit	ILEARN Test Specifications	Key ideas, details
5.RL.2.2 - Determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Literacy Frameworks Smarter Balanced - Tools for Teachers Commonlit	ILEARN Test Specifications	Key ideas, details; Integration of knowledge and ideas
5.RL.3.2 - Describe how a narrator's or speaker's point of view influences how events are portrayed.	Literacy Frameworks Commonlit	ILEARN Test Specifications	Craft and Structure

	Smarter Balanced - Tools for Teachers		
5.RL.4.2 - Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Literacy Frameworks Smarter Balanced - Tools for Teachers Commonlit	ILEARN Test Specifications	Integration of knowledge and ideas
5.RN.2.1 - Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	Literacy Frameworks Smarter Balanced - Tools for Teachers Newsela	ILEARN Test Specifications	Key ideas, details
5.RN.2.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Literacy Frameworks Smarter Balanced - Tools for Teachers Newsela	ILEARN Test Specifications	Key ideas, details; Integration of knowledge and ideas
5.RN.2.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Literacy Frameworks Smarter Balanced - Tools for Teachers Newsela	ILEARN Test Specifications	Key ideas, details; Integration of knowledge and ideas
5.RN.3.3 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.	Literacy Frameworks Smarter Balanced - Tools for Teachers	ILEARN Test Specifications	Text types and purposes

	Newsela		
5.RN.4.1 - Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.	Literacy Frameworks Smarter Balanced - Tools for Teachers Newsela	ILEARN Test Specifications	Craft and Structure; Integration of knowledge and ideas; Text types and purposes
5.RV.2.1 - Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.	Literacy Frameworks Smarter Balanced - Tools for Teachers	ILEARN Test Specifications	Knowledge of language; Vocabulary acquisition and use
5.RV.3.2 - Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.	Literacy Frameworks Smarter Balanced - Tools for Teachers	ILEARN Test Specifications	Conventions of Academic English/language for learning; Vocabulary acquisition and use
5.W.4 - Apply the writing process to – a. Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions. b. Use technology to interact and collaborate with others to publish legible documents.	Literacy Frameworks Smarter Balanced - Tools for Teachers Readwritethink	ILEARN Test Specifications	Key Ideas and Details; Craft and Structure; Integration of knowledge and Ideas; Conventions of English
5.W.6.1e - *Usage* – Writing correctly simple, compound, and complex	Literacy Frameworks	ILEARN Test Specifications	Conventions of English

declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).	Smarter Balanced - Tools for Teachers Readwritethink		